



Filmmaking resource: Pre-production lesson 1



Kit:

- Class white board
- White boards for each pupil
- White board markers
- Pens
- Colouring pencils
- A3 paper

Summary:

Filmmaking is broken down into three stages:

1.) Pre-production 2.) Production and 3.) Post-production.

Aims / Learning objectives:

- I understand the three main stages of filmmaking
- I can decide upon a theme for my own film or animation
- I can write a short script for 90 seconds of speech

Introduction

How do we tell stories? (5 mins)

Ask the group to write down all of the methods they can think of to describe what's happening in a story. Think about sight, sound, smell, colour, taste, touch, size, time.

What is storytelling? (10 mins)

“Last night I went to bed and fell asleep, and in my dreams I saw...”

Write this sentence on the board and give the group a 90 second example of what it was you saw making sure to incorporate the methods previously discussed. Try and have a start, middle and end to the story.

Pupils should write their own endings to this sentence on their whiteboards.

Ask pupils to share their stories with a partner, or within their tables. Ask whether anyone would like to share their sentence with the class; they could hold their boards up for you to read, if they don't want to read it themselves.

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Main activity

Mind map around a theme (15 mins)

Give the class a theme to create a story around (e.g. 'Hope').

Discuss as a class what this theme might mean.

Now the creative juices are flowing, ask the group to work individually on A3 paper to mind map ideas for their own film/animation based on this theme. They could think about when their film will be set, what characters might feature in it and what the narrative will be.

Scripting (25 - 30 mins)

Now that pupils have their theme and some initial ideas from their mind maps, ask them to individually write a 90 second script around their idea.

One minute of screen time equates roughly to a page of script-formatted text. So for 90-seconds of content, they need to write approx. 250 words (a mixture of dialogue and description).

Plenary

At the end of the class, ask pupils to share their scripts with a partner or the whole class. If they are working in pairs, they could take turns to read each other's scripts. How can they tell what tone of voice to use?

